

**Dakota STEP-A**  
**Tool for Data Collection Form for Supporting Evidence**

**Student:** *Name*

**Grade:** *3rd*

**Date:** *date when form is filled-out*

**Student Information Number (SIMS):** *123456789*

**School:** *Name*

**District:** *Name*

**Content Area:** *e.g. Reading Comprehension Strategies*

**Rating Form Number:** *e.g. 2*

- *Must address ONE content area per form:*

*\* Reading (grades 3-8 and 11):*

- 1. Reading Comprehension Strategies*
- 2. Response to Literacy*
- 3. Reading of Diverse Works, Cultures, and Time Periods*
- 4. Reading Informational Text*

*\* Mathematics (grades 3-8 and 11):*

- 1. Algebra*
- 2. Geometry*
- 3. Measurement*
- 4. Number Sense*
- 5. Statistics and Probability*

*\* Science (grades 5, 8, and 11 only):*

- 1. Nature of Science*
- 2. Physical Science*
- 3. Life Science*
- 4. Earth/Space Science*
- 5. Science, Technology, Environment & Society*

- *Item number taken from Rating Form*

- *Item related to Alternate Content Standard*

**Dates Assessed and Number of Trials:**

- *List all dates of data collection: e.g. 2/6/06, 2/7/06, 2/14/06, 2/15/06, 2/21/06, 3/7/06, 3/9/06*
- *List the number of times the task was attempted on date(s) of data collection (summarized or individual):  
10 trials each date, 3/10 trials, 3 times*

*Addresses  
student's  
OVERALL  
performance  
on the  
Alternate  
Content  
Standard*

**Range of Scores Obtained:**

- *Overall score e.g. 60%; 97%; 100%*
- *Lowest to highest score overall: e.g. 30% - 90%*

**Setting and Personnel:**

**One setting (specify)**

**Multiple settings (specify)**

*Mark one and then specify below*

- *List what setting (if one) or settings (if multiple) the student demonstrated this level of performance documented during the collection period: e.g. classroom, life skills, cafeteria, Learning Center, Language class, Math class*
- *State who was present or who worked with student during the collection period: e.g. special education teacher, paraprofessional, reading specialist, general education teacher*



*South Dakota Continuum of Frequency, Setting, and Support Rubric*

**Type of Evidence Included:**

**Work sample**

**Data Collection Form**

**Media-photo, video, audio**

**Other:** *If checked, specify what type of evidence is submitted*

*Mark one or all applicable*

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**Purpose of the Task and the Expected Student Performance:**

- **Include or attach a NARRATIVE addressing each of the following for the attached piece of evidence:**

*Addresses the student's performance on the specific task or skill documented in the supporting evidence (student work sample)*

**1. Description of activity:**

- Describe what is being evaluated (the activity/skill) in the supporting evidence (student work sample) submitted/attached.
- Activity must be related to the Rating Form task evaluated.
- Skill/activity needs to connect to the Alternate Content Standard being evaluated.



South Dakota Grade Level Reading Alternate Achievement Descriptors

Dakota STEP-A Rubric for Performance Levels with Performance Descriptions

**2. Student response:**

- Describe specifically how student basically performed/responded to the activity/task being evaluated.



Dakota STEP-A Rubric for Performance Levels with Performance Descriptions

South Dakota Continuum of Frequency, Setting, and Support Rubric

**3. Type and level of support (prompts/cues):**

- Support is defined as "providing directed help or assistance through such means as encouragement, prompting, or by personally aiding the student to accomplish a task." (SDDOE – Alternate Academic Achievement Standards - Board Approved 1//24/06)
- Describe what kind of support student required while performing task documented in the supporting evidence (student work sample) – e.g. without support, with minimal support, with support
- Describe what percentage of independence does the student perform this skill.
- List what type/level of support student required while performing task documented in the supporting evidence (student work sample) – e.g. Full Physical, Significant, Moderate, Minimal prompting



Dakota STEP-A Prompting Descriptors Aligned with Performance Descriptors

South Dakota Continuum of Frequency, Setting, and Support Rubric

**4. Frequency:**

- Address the number of trials activity was performed as documented in the supporting evidence submitted.



South Dakota Continuum of Frequency, Setting, and Support Rubric

**5. Accuracy:**

- Describe the percentage of accuracy the student performed while working on the skill documented in the supporting evidence (student work sample) submitted – 60%, 100%, 79%